

Program Review

Reflect. Plan. Improve.

Presenters:

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Why do we engage in program review?

- ✓ Accreditation
- 📈 Continuous Improvement
- ★ Showcase Program Strengths
- 💰 Advocate for Resources
- 🎓 Student Success



Program Review Reports

-  Annual Program Review (APR)
-  Comprehensive Program Review (CPR)
 - Reviews data for the past 3 academic years
-  Resource Request
 - must be tied to an APR or CPR

Process & Timeline





Report Forms

❖ Where to Find?

[Teams](#) → Channel: **OC Program Review Committee Team** →
Shared → **Documents** → **General Documents** → **2026-27**
Academic Year → your program folder

***NOTE:** *Each program has its own folder and form*

❖ Where to submit?

Work directly on the form/s within the folder OR download and submit completed form back into the same folder

Understanding Tableau Dashboards - *Academic*



- ❖ **Key Performance Indicators (KPIs)** - *dashboards forthcoming*
 - Enrollment
 - Retention/Success
 - Productivity/FTES
 - Student Equity
- ❖ **Student Learning Outcomes** - *dashboards forthcoming*
 - Course-level SLO data
 - Program-level SLO data

Understanding Tableau Dashboards - *Academic*



Enrollment Retention/Success Productivity/FTES Equity Starfish

Home	Student Enrollment	Retention and Success	Program Productivity	Student Equity Analysys	STARFISH1

Data Metrics - *Student Services*



❖ Data from Institutional Effectiveness:

➤ Tableau

- Starfish data (# of visits)
- Success & retention data (Special Populations)

➤ Service Unit Outcomes

❖ Program-Specific KPIs

- Events/workshops hosted, etc.

Evaluation Criteria

- ❖ Reviewers rate the program:
 - ☐ No Action Needed
 - ☐ Strengthen program
 - ☐ Reduce the program
 - ☐ Review for discontinuance

Note: The rating is a recommendation. Reviewers **do not** have authority on the future of a program.

- ❖ Reviewers remark on the quality of the report, if it is both thorough and comprehensive

Strong Reports

reference data & include
screenshots from Tableau

interpret the data

connect evidence/performance to
action & resource requests

demonstrate meaningful and
thorough reflection of performance
and realistic, actionable goals

Evidence

Interpretation

Connection

Reflection

Weak Reports

respond to questions without
referencing data

list data with no interpretation

do not tie goal setting or resource
requests to evidence

may lack depth or be incomplete

Weak:

“Our program’s productivity decreased over the past AY.”

Strong:

"Productivity **declined 4%** in the past year. In the Fall 2025 term, two sections of ASL 101 reached only **~65% enrollment**, which appeared to impact FTES. Our department will take a closer look at our **scheduling practices** and consider if we need to reduce sections or modify days/times or lengths of classes to increase productivity.”

Weak:

“The program recognizes that there are equity gaps among some student populations and will continue working to improve student success. Faculty are committed to supporting all students and will encourage them to use campus resources when needed. The program plans to continue providing quality instruction and hopes these efforts will help reduce equity gaps over time.”

Strong:

“Analysis of course success rates indicates that African American male students (**72%**) are disproportionately impacted compared to the overall program (86%). The program will address this gap by **strengthening culturally responsive teaching**, expanding **early intervention and student support**, **collaborating with counseling and equity initiatives**, and **regularly reviewing disaggregated data** to evaluate progress and guide continuous improvement.”

Weak:

“The data indicates that the department is in need of more part-time faculty, which has been requested for the past 4 years.”

Strong:

“The program requests funding for **two** additional part-time faculty to **meet growing enrollment demand** and support **expanding dual enrollment partnerships**. During the past academic year, course sections averaged a **96% fill rate**, with more than **180 students placed on waitlists** and approximately **12 additional sections needed to meet demand**. Current staffing cannot support this level of growth, **limiting student access** and scheduling flexibility. Additional adjunct faculty will increase course availability, **improve timely completion of certificates**, degrees, and transfer pathways, and **support the college's goals** of expanding access, strengthening educational partnerships, increasing enrollment, and promoting student success.”



Need Support? We're here to help!

- ❖ PRC Chairs:
 - Dr. Ann Marie Machamer, Dean of Institutional Effectiveness
 - Emily Talbot, SLO Coordinator
- ❖ Department Chair
- ❖ Department Dean
- ❖ Be on the lookout for Fall dashboard/data trainings